

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> 2015 AUG 20 AM 10:41 DOCUMENT CONTROL CENTER 1701 N CONGRESS AVE AUSTIN, TX 78701-1494 </div>
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Fort Worth Independent School District	220905	Dunbar HS / 005	N/A
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
75-600163	11	12/26	073177776
Mailing address		City	State ZIP Code
100 N University Drive, Suite SW204		Fort Worth	TX 76107-1360

Primary Contact

First name	M.I.	Last name	Title
Tracy	L	Marshall	Executive Director, Grants
Telephone #	Email address		FAX #
817.814.2283	tracy.marshall@fwisd.org		817.814.2281

Secondary Contact

First name	M.I.	Last name	Title
SaJade		Miller	Principal
Telephone #	Email address		FAX #
817.815.3010	sajade.miller@fwisd.org		817.815.3050

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Elsie	I	Schiro	Chief Financial Officer
Telephone #	Email address		FAX #
817.814.2283	tracy.marshall@fwisd.org		817.814.2285
Signature (blue ink preferred)		Date signed	



8/14/2015

Only the legally responsible party may sign this application.

701-15-107-014

Schedule #1—General Information (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the transformation model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that— <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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	<p>across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the Texas state-design model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance.

Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- Texas Education Code [§29.908](#)
- Texas Administrative Code [§4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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	<p>educators.</p> <ol style="list-style-type: none"> 9. Use data to identify and implement an instructional program that is: <ol style="list-style-type: none"> (A) Research-based; (B) Developmentally appropriate; (C) Vertically aligned from one grade to the next as well as aligned with State academic standards; (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions. 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is: <ol style="list-style-type: none"> (A) Aligned with the school's comprehensive instructional program (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies. 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG). 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials. 14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students. <p>If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.</p>
10.	<p>The LEA/campus provides assurance that if it selects to implement the turnaround model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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	<ol style="list-style-type: none"> 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ol style="list-style-type: none"> (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: <ol style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the <u>restart model</u>, the campus will meet all of the following federal requirements:</p>

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	<ol style="list-style-type: none"> Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> significant improvement in academic achievement success in closing achievement gaps either within a school or relative to other public schools High school graduation rates No significant compliance issues in the areas of civil rights, financial management and student safety. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the closure model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a Rural LEA applicant may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reapriisp/eligible14/index.html</p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the Whole-School Reform model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> A study of efficacy that meets What Works Clearinghouse evidence standards. A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. A study which used a large sample and multi-site sampling. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	<p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met through the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.	N/A		
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 22095

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Vision of Fort Worth ISD (FWISD), created during its adoption of the Malcolm Baldrige Model of Continuous Improvement, is to *ignite a passion for learning in every child.*

In the spring of 2015, FWISD Interim Superintendent, Dr. Patricia Linares, called for a "spark" to be lit in the Dunbar Community.

Paul Laurence Dunbar High School, located in Fort Worth's Historic Stop Six Community on the city's far east side, is a large urban high school that serves over 800 students (77.3% African American, 19.5% Hispanic, 2.1% White,) most of whom (75.2%) are Economically Disadvantaged (ED).

Stop Six, a historically African American neighborhood is only 1.47 miles, but is home to over 6,000 residents, making its population density over 50% higher than the average Fort Worth neighborhood.

In 2013, the median income in Stop Six was only half that of the Fort Worth median at \$27,000 and 54% of the population lived below the poverty level. Only 11.3% of households were married-couple families with children, while 26.3% were single-mother households, an alarming three times the Fort Worth average. Half the residents of Stop Six have failed to achieve a high school diploma, and the majority of males in the area work either in production, service, or maintenance occupations.

In the past ten years, Dunbar's enrollment has dropped 30% from 1,161 in 2003-2004 to 810 in 2013-2014. Though Dunbar's attendance zone includes 1,257 high school students, only 664 attend at their "home" campus. That accounts for a devastating 48% loss of potential students living in the Dunbar community. Many of the area's high achieving students attend Fort Worth's Trimble Tech High School, a campus with 19 career preparation pathways. Twenty-eight high achievers currently attend two of the district's Early College High School

(ECHS) campuses. Another 191 attend the closest three high schools on the east side, and the rest attend various other FWISD high schools and alternative schools.

The campus is on a downward trajectory, and the only solution is to reinvent itself as a place where all students can receive a high quality, rigorous education, that is on equal or better ground than the other choices available in the district. This is the only way to retain Dunbar neighborhood students, and strengthen the community. The vision for Dunbar is to become an

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Early College High School in partnership with nearby Texas Wesleyan University (TxWes), a 125 year old private, four-year institution located just 3.8 miles west of Dunbar on East Rosedale Street, the main thoroughfare of Stop Six. For the fifth consecutive year, TxWes has been ranked in the No. 1 tier of regional universities in the west by U.S. News & World Report. The Texas Wesleyan School of Business Administration has been ranked No. 12 in Online Accounting Degree Programs' list of the top 30 small college business programs in the United States. Only schools with undergraduate populations of fewer than 4,000 students were eligible for the rankings. Other colleges and universities honored include Richmond, Loyola Marymount, Washington & Lee, Creighton, Babson and top-ranked Bentley. No other schools from Texas made the list. The rigor and credibility that come with a partnership with TxWes will provide this depressed community with its much-needed "spark." TxWes has a long history of commitment to its community. The university currently offers full-tuition scholarships to any students completing grades 6-12 at nearby William James MS and Polytechnic HS while maintaining a 3.0 GPA. Additionally, TxWes is at the forefront of the "Rosedale Renaissance", a multi-million dollar project designed to revitalize the campus and surrounding neighborhood, laying the groundwork for longterm sustainable economic growth in the community.

A project of this magnitude will not be easy, but Dunbar's administrative staff, under the leadership of newly-appointed principal, SaJade Miller, are up to the challenge. Additionally, FWISD leadership is familiar, after managing several Cycle 1 and Cycle 2 TTIPS grants, with the operational flexibility that must be afforded to a school undergoing a complete transformation. Upon award, the district will assemble a Grant Project Management Team with members from Leadership and Learning, Research and Evaluation, Accountability and Data Quality, Human Capital Management, Family Communications, Community & Strategic Partnerships, Operations, Grant Development, Management & Monitoring, Curriculum, Advanced, Accelerated, and Innovative Learning, and Business & Finance. This team will meet monthly to coordinate operational efforts for the campus to ensure timeliness, priority, and flexibility.

The Organizational Structure of Dunbar will change with the additions of: the Dean of ECHS, a position with decision-making authority over ECHS operations, staffing, evaluations, and curriculum; the Business Operations Manager, an individual on campus that oversees and coordinates project activities, finances, scheduling, logistics, planning, and reporting; the District Coordinator of School Improvement, a district-level administrator tasked with ensuring operational flexibility, serving as liaison between Dunbar, central administration and TEA, and coordinating required reporting and evaluation; and the ECHS Liaison, who will coordinate ECHS at TxWes and serve as a champion for the program with TxWes staff and leadership. Most of these individuals will interface daily with one another, campus faculty and leadership, district administration and leadership, university administration, faculty and leadership, Dunbar students, and the Dunbar community at large. Additionally, they will participate in monthly Grant Management Meetings, and quarterly Program Advisory Council Meetings to maintain open communication channels.

Despite its challenges, there is much existing capacity at Dunbar to ensure program success. In 2013, a Capital Improvement Program Bond was passed by the people of Fort Worth that will put a laptop or tablet in the hands of each FWISD secondary level student in addition to adding distance learning technology at each campus. At the campus's disposal are a grant advisor to ensure program and budget fidelity and compliance, a number of district leadership staff with vast existing knowledge of TTIPS guidelines and best practices, a program evaluation staff to provide formative feedback throughout the life of the grant, and a university partner that could not be better suited to offer ECHS credit to Dunbar students, in terms of proximity, financial generosity in the form of full waiver of tuition and fees to ECHS and dual credit students, diversity, class size, personalization, operational flexibility, credibility, uniqueness, and capacity for collaboration.

Additionally, Dunbar will receive support from the just-formed Historic Stop Six Project, which will emulate Fort Worth's successful Morningside Children's Partnership, a collaborative effort between FWISD and the Rainwater Charitable Foundation that provides support to seven campuses and multiple community initiatives within the similar Southeast Fort Worth community of Morningside.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 220905 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$433,440	\$10,000	\$175,840	\$912,800	\$20,000	\$1,125,600	\$20,000	\$1,204,000	\$20,000	\$1,360,800	\$0	\$5,036,640
#8-Professional and Contracted Services	6200	\$234,041	\$25,000	\$100,000	\$280,970	\$25,000	\$252,665	\$25,000	\$336,598	\$25,000	\$374,012	\$25,000	\$1,478,286
#9-Supplies and Materials	6300	\$740,000		\$490,000	\$619,230		\$443,000		\$294,000		\$80,000		\$2,176,230
#10-Other Operating Costs	6400	\$67,519		\$50,000	\$87,000		\$88,735		\$85,402		\$85,188		\$413,844
#11-Capital Outlay	6600/ 15XX	\$450,000		\$450,000	\$45,000		\$35,000		\$25,000		\$25,000		\$580,000

Consolidate Administrative Funds ☐ Yes ☒ No

5.0% Indirect costs (see note):	N/A	\$65,000	N/A	N/A	N/A	\$55,000	N/A	\$55,000	N/A	\$55,000	N/A	\$75,000	\$315,000
Grand total of budgeted costs (add all entries in each column):	\$	\$100,000	\$	\$	\$2,000,000	\$100,000	\$2,000,000	\$100,000	\$2,000,000	\$100,000	\$2,000,000	\$100,000	\$10,000,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$10,000,000
Percentage limit on administrative costs established for the program (5%):	x .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$500,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16
2015-2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	20		\$0	\$0	\$120,000	\$360,000	\$500,000	\$720,000	\$1,700,000
2 Educational aide									
3 Tutor	4		\$20,000	\$10,000	\$40,000	\$40,000	\$0	\$0	\$100,000
Program Management and Administration									
4 Project Development Spcst		1	\$10,000	\$0	\$20,000	\$20,000	\$20,000	\$0	\$70,000
5									
6									
Auxiliary									
7									
8									
Other Employee Positions									
9 CCR Coaches	4		\$100,000	\$40,000	\$200,000	\$200,000	\$200,000	\$200,000	\$900,000
10 TTIPS Coordinator	1		\$32,000	\$12,000	\$65,000	\$65,000	\$65,000	\$65,000	\$292,000
11 Dean of ECHS	1		\$40,000	\$15,000	\$80,000	80,000	\$80,00	\$80,000	\$360,000
12 Community Coordinator		1	\$15,000	\$0	\$30,000	\$30,000	\$30,000	\$30,000	\$105,000
13	Subtotal employee costs:		\$217,000	\$77,000	\$555,000	\$795,000	\$895,000	\$1,095,000	\$3,557,000
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$20,000	\$10,000	\$40,000	\$30,000	\$30,000	\$20,000	\$140,000
15 6119 Professional staff extra-duty pay			\$130,000	\$60,000	\$180,000	\$160,000	\$120,000	\$100,000	\$690,000
16 6121 Support staff extra-duty pay			\$20,000	\$10,000	\$40,000	\$20,000	\$30,000	\$20,000	\$100,000
17 6140 Employee benefits			\$46,440	\$18,840	\$97,800	\$120,600	\$129,000	\$125,800	\$539,640
18 61XX Tuition remission (IHEs only)									
19	Subtotal substitute, extra-duty, benefits costs		\$216,440	\$98,840	\$357,800	\$330,600	\$309,000	\$265,800	\$1,479,640
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$433,440	\$175,840	\$912,800	\$1,125,600	\$1,204,000	\$1,360,800	\$5,036,640

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 220905 Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land							
6299	Contracted publication and printing costs (specific approval required only for nonprofits)							
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Teachscape Professional Development Software Subscriptions	<input type="checkbox"/>	\$70,000	\$30,000	\$70,000	\$70,000	\$70,000	\$70,000	\$350,000
2	Student Led Objectives Training	<input type="checkbox"/>	\$9,000	\$0	\$0	\$0	\$0	\$0	\$9,000
3	Capturing Kids' Hearts Training	<input type="checkbox"/>	\$55,000	\$25,000	\$50,000	\$0	\$0	\$0	\$105,000
4	Texas Wesleyan University Student Services	<input type="checkbox"/>	\$50,041	\$25,000	\$130,970	\$152,665	\$236,598	\$274,012	\$844,286
5		<input type="checkbox"/>							
6		<input type="checkbox"/>							
7		<input type="checkbox"/>							
8		<input type="checkbox"/>							
9		<input type="checkbox"/>							
1		<input type="checkbox"/>							
0		<input type="checkbox"/>							
b.	Subtotal of professional services, contracted services, or subgrants:		\$184,401	\$80,000	\$250,970	\$222,665	\$306,598	\$344,012	\$1,308,286
a.	Subtotal of professional and contracted services requiring specific approval:		\$0	\$0	\$0	\$0	\$0	\$0	\$0
b.	Subtotal of professional services, contracted services, or subgrants:		\$184,401	\$80,000	\$250,970	\$222,625	\$306,598	\$344,012	\$1,308,286
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$50,000	\$20,000	\$30,000	\$30,000	\$30,000	\$30,000	\$170,000
	(Sum of lines a, b, and c) Grand total		\$234,041	\$100,000	\$280,970	\$252,665	\$336,598	\$374,012	\$1,478,286

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 220905							Amendment number (for amendments only):					
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Desktops	ECHS Coursework	70	\$800							
	2	Printers	ECHS Coursework	4	\$1,000							
	3					\$60,000	\$60,000					\$60,000
	4											
	5											
6399	Technology software—Not capitalized					\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000
6399	Supplies and materials associated with advisory council or committee											
	Subtotal supplies and materials requiring specific approval:					\$90,000	\$90,000	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000
	Remaining 6300—Supplies and materials that do not require specific approval:					\$650,000	\$400,000	\$460,000	\$413,000	\$264,000	\$50,000	\$2,026,230
	Grand total:					\$740,000	\$490,000	\$619,230	\$443,000	\$294,000	\$80,000	\$2,176,230

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 220905		Amendment number (for amendments only):						
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:							
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:							
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:							
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose: Required TTIPS Travel	\$3,000	\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
6429	Actual losses that could have been covered by permissible insurance							
6490	Indemnification compensation for loss or damage							
6490	Advisory council/committee travel or other expenses							
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:							
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:							
Subtotal other operating costs requiring specific approval:		\$3,000	\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
Remaining 6400—Other operating costs that do not require specific approval:		\$64,519	\$50,000	\$84,000	\$85,735	\$82,402	\$82,188	\$398,844
Grand total:		\$67,519	\$50,000	\$87,000	\$88,735	\$85,402	\$85,188	\$413,844

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1	Library Books & eBooks & Professional Library	N/A	N/A	\$270,000	\$270,000	\$45,000	\$35,000	\$25,000	\$25,000	\$400,000
66XX/15XX—Technology hardware, capitalized										
2										
3										
4										
5										
6										
7										
8										
66XX/15XX—Technology software, capitalized										
9										
10										
11										
12										
13										
66XX/15XX—Equipment, furniture, or vehicles										
14										
15										
16										
17										
18										
19										
20										
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21	Science Labs (2)			\$180,000	180,000					\$180,000
Grand total:				\$450,000	\$450,000	\$45,000	\$35,000	\$25,000	\$25,000	\$580,000

t and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	810		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	626	77.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	158	19.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	17	2.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	4	.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	609	75.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	45	5.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	98	12.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	475		SIS Data Table, FWISD Accountability & Data Quality
Disciplinary placements in In-School Suspension	326		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	257		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		92.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		3.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		73.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	169	57.3%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	365	50.5%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		84%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		3.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	15.3		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	1125		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		54.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dunbar High School, located in the heart of Fort Worth's Historic Stop Six community, is a 9th through 12th grade campus. Of Dunbar's 810 students, 77.3% are African American, 19.5% are Hispanic, 2.1% are White, and .5% are Asian. Of those students, 77.3% are Economically Disadvantaged (ED) compared to only 60.2% state-wide, 70.7% are At Risk compared to 49.9% district-wide, 5.6% have Limited English Proficiency (LEP), and 12.1% are Special Ed compared to only 8.5% district-wide, which is over six times higher than the recommended 2%.

In 2013, Dunbar was in Stage 5 of School Improvement for failing to meet Adequate Yearly Progress under No Child Left Behind for the six years prior, and is currently rated IR: Improvement Required under the new system.

Dunbar is fed by two middle schools, Jacquet (Improvement Required, 85.0% ED, 10.2% LEP, 68.6% At Risk), and McClung (Improvement Required, 80.3% ED, 14.8% LEP, 65.4% At Risk), and eight elementary schools, Pate (Improvement Required, 87.3% ED, 24.0% LEP, 49.6% At Risk), Moss (Improvement Required, 92.1% ED, 16.3% LEP, 50.1% At Risk), Logan (Improvement Required, 89.5% ED, 21.2% LEP, 62.4% At Risk), Walton (Met Standard, 89.2% ED, 14.1% LEP, 51.6% At Risk), Sunrise McMillan (Improvement Required, 90.1% ED, 14.5% LEP, 55.1% At Risk), Green (Met Standard, 91.2 ED, 46.6% LEP, 62.9% At Risk), Sagamore Hill (Met Standard, 86.8% ED, 64.3% LEP, 80.1% At Risk), and West Handley (Met Standard, 90.0% ED, 45.9% LEP, 66.2% At Risk).

Student achievement on STAAR and EOC exams are significantly lower at Dunbar than state averages in all areas. While 67% of Texas students met standard on the English I/Reading I test, only 42% of Dunbar students did. In English II/Reading II, Dunbar lagged 30 percentage points below the state average of 69%. Algebra is another area of concern. While 80% of Texas students passed, only 59% of Dunbar students did, (TAPR 2013-2014).

At Dunbar High School, there is a strong desire to pursue higher education, but there are potential setbacks that may prevent students from doing so.

25.2% of Dunbar students participate in advanced courses or dual enrollment. The number of Dunbar students taking AP or IB exams is 150% that of the state average, but sadly only 1.8% of Dunbar examinees exceeded criterion compared to 34.3% district-wide, and 50.9% state-wide. Similarly, Dunbar has a high percentage of students taking SAT and ACT exams (84% vs. 63.8% state-wide), but again, only 3.1% tested above criterion, while 25.4% did state-wide. The average Dunbar SAT score is 297 points lower than the state average, and the average ACT score is 75% that of the state average. Dunbar's class of 2013 had only 47% of students college ready in ELA and only 52% in Math. Only 31% of the class was college ready in both subjects.

Class of 2015:

According to the Fort Worth ISD 2015 Senior Exit Survey, 82% of the Dunbar High School Class of 2015 are planning on pursuing some kind of higher education this fall. Correspondingly, 78% of students completed the FAFSA or TAFSA for financial aid help. Of those who are planning to go to college at any point, the leading potential setbacks to doing so include not having the money and/or financial aid (37%), having to work full time (13%), and not getting accepted into the college(s) they wanted (13%). Of those who are not planning to pursue further education at this time, 26% reported that the primary reason was that they cannot afford to.

Classes of 2016-2018:

Among Dunbar High School students in grades 9-11, 90% of students reported thinking they will pursue some kind of higher education on the Fort Worth ISD 2015 Secondary Student Engagement Survey. Additionally, students at Dunbar use the campus GO Center for college and career resources more than their peers in the District. GO Center use was 8% higher among Dunbar High School students when compared to all secondary students in the District.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	90.1		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	71.2	79%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	9	10%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	5	5.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	4.9	5.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	43.7	61.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	3	4.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	24.5	34.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	15.9	22.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	22	30.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	14	19.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	10.8	15.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	8.5	11.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	48,268		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	51,708		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	52,418		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	57,670		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers Over 20 Years Experience	70,000		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	27	22%	FWISD Employee Data Table, FWISD Accountability & Data Quality
Staff with Bachelor's degree as highest level attained	48	40%	FWISD Employee Data Table, FWISD Accountability & Data Quality
Staff with Master's degree as highest level attained	36	29%	FWISD Employee Data Table, FWISD Accountability & Data Quality
Staff with Doctoral degree as highest level attained	3	2%	FWISD Employee Data Table, FWISD Accountability & Data Quality

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As with most high schools facing difficulties, Dunbar has a hard time recruiting experienced high quality staff. Dunbar has had a retention rate over 90% for the last two years, but historically when staff leave they are replaced by first-year teachers because they are more easily readily available for "tough schools." In 2013-2014, 22.3% of Dunbar teachers had no prior teaching experience. This is the highest percentage since 2008-2009 when it was the same, but new teacher rates typically fluctuate between 12 and 17%. (See table)

Campus	Year	Teachers by Years of Experience						
		Beginning Teachers	1-5 Years	6-10 Years	11-20 Years	Over 20 Years	Avg Years of Experience	Avg Years at FWISD
Dunbar HS	2007-2008	16.6%	36.1%	18.0%	16.1%	13.2%	9.0	7.5
	2008-2009	22.3%	41.8%	14.1%	13.9%	7.9%	6.6	5.0
	2009-2010	7.8%	57.2%	13.0%	18.2%	3.9%	5.9	4.3
	2010-2011	4.1%	52.7%	20.3%	17.6%	5.4%	7.2	5.4
	2011-2012	12.9%	39.4%	23.9%	16.8%	7.0%	7.4	5.4
	2012-2013	15.5%	33.3%	22.0%	18.0%	11.2%	8.8	6.6
	2013-2014	22.3%	30.9%	19.7%	15.2%	11.9%	8.0	5.6

Data collected 12/18/14 from the Texas Education Agency Academic Excellence Indicator System and the Texas Annual Performance Reports.

It is essential to these new teachers' success that they receive intensive mentoring from day one at the campus.

Mentoring for new teachers will be addressed in the Teacher Quality CSF.

In October 2014, the district released the results of its annual surveys. The following are findings concerning teachers and leadership at Dunbar HS specifically:

Teacher Survey The perception of Dunbar teachers is that few groups within the district make student performance a top concern in their actions and decisions: District Leaders, 19%; Campus Leaders, 23%; Central Office Staff, 10%; Campus Instructional Support Staff, 14%; and Teachers, 42%. Another concerning finding at Dunbar is that only 45% of teachers feel that curriculum, instruction, and learning materials are well coordinated across the different grade levels at the school. Data is another issue at Dunbar that will be addressed in this proposal as only 20% of teachers admit to requesting data from the campus's data analyst, and only 17% feel that their campus leaders provide the student data that they need to review on a regular basis. Access to School Management is another category in which the teachers gave the campus a low rating: only 42% felt their principal was very visible on campus, and only 48% expressed overall confidence in Dunbar's administrators. While most teachers rated the principal as "effective", very few considered the principal to be "highly effective" at the following categories: Allocation of resources to maximize the quality of instruction, 6%; implementation of procedures to protect instructional time, 6%; implementation of programs and practices to hold faculty accountable to reach the highest levels of performance, 10%; advocating that all students are accountable for achieving high levels of performance in both academic and social learning, 13%; using the most effective teachers to instruct students at risk of failure, 3%; monitoring the quality of instruction for students at risk of failure, 10%; and utilization of technology to improve teaching and learning, 10%. For Dunbar to become the effective high school its community needs, each of these measures must be drastically improved. Step one toward that revitalization is replacement of campus leadership. FWISD addressed this issue for the 2015-2016 by appointing a new principal, Mr. SaJade Miller.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										306	207	158	139	810

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										47	44	43	38	172

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD had adopted the Texas Accountability Intervention System (TAIS) for both the district level Comprehensive Needs Assessment (CAN) and the campus-based CNA process. The purpose of the CNA is to examine multiple sources of data to identify the priority needs and direction for the school. When conducted thoroughly, the CNA tool provides Dunbar staff with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards. Conducting a CNA is a process, not an event. Dunbar staff used the CNA tool to focus on several areas: demographics; student achievement; school culture and climate; staff quality, recruitment and retention; curriculum, instruction and assessment; family and community involvement; school organizations; and technology.

In this model, staff members organize into teams to focus on gathering data for their assigned category area. The teams are comprised of members that are required under Federal guidelines to carry out the campus plan: parents and other members of the community, teachers, principals, administrators, and technical assistant providers. The school profile begins with collecting baseline information so the teams can identify "statements of need" for each respective area. Once the data is reviewed by each team, members may determine whether additional data should be collected and analyzed. By using multiple data sources to compare the data, priority needs should emerge to support informed decisions for continuous improvement, the development of the campus education improvement plan, and justify decisions regarding how federal funds will be used to ensure that all students meet challenging academic and performance standards. The steps are:

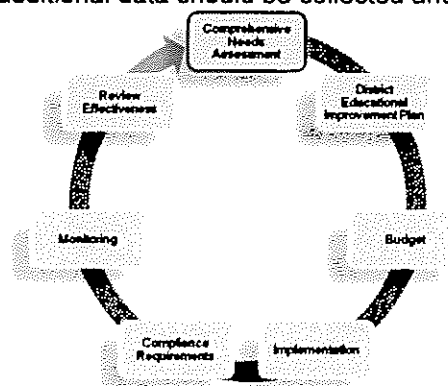
1. Review the purpose and outcomes of for conducting the CNA
2. Establish teams for each area of the CNA
3. Determine which types of data will be collected and analyzed by the teams to develop the school profile
4. Determine areas of priority and summarize needs
5. Connect the CNA to the CEIP and review process

The staff at Dunbar conducted the TAIS CNA involving staff, students, parents, their technical assistance provider and community partners. A

power point presentation was utilized to explain how to conduct a CNA and what data sources could be used.

Committees were formed on a volunteer basis and every committee had a minimum of three participants. The committees met numerous times to discuss their specific area of need. Action steps and strategies were considered and defined. Student demographic and assessment data were key data sources that the Dunbar committees used to construct a local profile of needs at the school. The committees used numerous data sources including : Campus Snapshot data, PEIMS data, ADQ campus data packet, Attendance, Report cards, AEIS, TAPR, Value Added, A Community and Discovery Assessment conducted by a community partner, a children's health and planning survey conducted by Cook's Children's Hospital for the Dunbar zip code, parent surveys, teacher and staff climate surveys and student focus groups. Once all the committees had met and reviewed the data, the campus needs were determined and presented to the entire staff as a decision making source for the CEIP, and as a way of determining specific needs for this project.

Upon release of the TTIPS RFP, FWISD organized a team of administrators, teachers, community members, representatives from local institutes of higher ed (IHEs), and parents to review this CNA and make recommendations for this course of action. Various groupings of these individuals have met constantly in the ensuing weeks to choose a model and construct a plan to best address the issues facing Dunbar. The result of these many hours of planning is a comprehensive plan proposing the conversion of Dunbar HS to an ECHS, and an asset to its community.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation
 ☐ with Rural LEA Flexibility modification

☒ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround
 ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dunbar HS is hemorrhaging students. In the last ten years enrollment has decreased by more than 30%. Many of these students were transferring to other campuses in FWISD with more enticing college and career options. As demonstrated above, teachers had lost faith in campus leadership. Students had college aspirations; 56% hoped to complete a 4-year degree (19% higher than the district average) and 90% express a desire to achieve post-secondary credit, but the prevailing obstacle to many of these students is the perception that they cannot afford college. This mindset must be overcome to achieve success with this initiative. This is why having such a well-matched partner as TxWes for the beginning of a Dunbar ECHS is the key to success. Located just 3.8 miles from Dunbar, TxWes has one of the most diverse student bodies in the nation, ranking in the top 1% with a 47% minority population. Its Hispanic population is 21%, 14% are African American, 9% are Asian, and 3% are two or more races. Its new Freshman Cohort is even more diverse, indicating a possible trend toward even increased diversity. Its Hispanic population is 24%, 11% are African American, 29% are Asian, helping comprise a Freshman minority population of over 66%. Almost half of TxWes's undergraduate students are Pell Grant eligible, which is why TxWes is the best possible partner to teach such an Economically Disadvantaged population that a 4-year degree can be financially attainable for anyone.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are a number of established stakeholder engagement and communication vehicles across the district, which has provided important input for this planning grant. These forums are intended to solicit feedback, concerns and recommendations from a wide range of interested parties on an on-going basis throughout the year. In our efforts around continuous improvement, these vehicles have provided critical input and feedback for district and campus planning and evaluation:

- **District Advisory Committee:** The District Advisory Committee is a group of interested individuals who meet about six times per year to advise the Superintendent and Board on educational plans, goals, performance objectives, and major classroom instructional programs. Established by law, the committee is made up of representatives from the professional staff of the district, parents of students enrolled in the district, and business and community members. This committee has reviewed the district Comprehensive Needs Assessment and receives regular opportunities for input regarding transformational strategies resulting from TTIPS, Cycle 1 and 2 recipient campuses.
- **Site Based Decision Making Committee (SBDM):** The SBDM is a collaborative group at Dunbar HS with representative voices from administrators, teachers, parents, business/community members and central office staff. The purpose of the site-based decision-making in FWISD is to make informed decisions which will ultimately improve the level of student achievement for all students in all schools. The role and responsibility of the SBDM is to provide input to the principal. By law, the SBDM must review and sign off on the campus' educational improvement plan which is completed annually.
- **TTIPS Cycles 1 & 2, TIF and TTLA:** These three grant programs have been in implementation at twenty five FWISD campuses over the past five years with a common purpose to improve student achievement via transformational strategies and activities. The input, planning and best practices garnered from the first year of implementation have informed and supported the plan for Dunbar's Texas State-Design Model proposed in this application. Considerable input from various working teams have provided valuable information on a locally developed teacher evaluation instrument as well as pay for performance models.
- **90 Day Action Plans:** For the past year, Dunbar's school leadership, teachers, parents, and community have been planning together 90 Day Action Plans to address the comprehensive needs of the campus. These action plans have been shared at parent meetings and consultation meetings with community organizations. TTLA principals meet monthly with district leadership to review plans as well as receiving technical assistance from School Improvement Resource Center (SIRC).
- **Campus Climate Surveys:** Annually at each campus in the district a survey is given to all professional staff as well as students (grades 6-12) to gauge the climate of the campus. This survey measures strengths and weaknesses in a campus as perceived by these critical stakeholders. There is critical analysis of the levels of respect, support, effective leadership and recommendations for improvement. Additionally, there is a parent survey which also gauges their important feedback.
- **District Instructional Survey (DITS):** The DITS survey is also conducted annually with principals. The focus of the DITS is to inform both campus and district leadership of teacher perceptions of the impact and quality of instructional strategies. Principals and key district staff review the results of the DITS to adjust investments, enhance implementation plans and to develop appropriate ongoing supports.

The feedback and priorities defined by the planning tools above were considered and reviewed to develop priority areas of investment. The principal then assembled a planning team from Dunbar HS to determine individual transformation plans.

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Schedule #14—Management Plan

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Insure Operational Flexibility, Serve as Liaison between campus, district, and IHE	Master's Degree, 10 Years Experience in Education Administration, Knowledge of Grant Guidelines
2.	Principal, SaJade Miller	Transformational Leader of the Campus, Grant Owner, Ultimately responsible for grant compliance and budget	Doctoral Candidate at TCU. Master's in Education from TxWes. Nine Years Experience. Prior Cycle 1 TTIPS Campus Experience.
3.	Dean of ECHS (Program Coordinator)	Oversee all ECHS activities. Serve as a Liaison to TxWes, oversee hiring, training, evaluation, and management of ECHS staff.	Master's Degree, Principal Certification, 6 Years Experience in Education, 3 Years Experience in Education Administration
4.	Assistant Superintendent of Learning Network 3	Insure Operational Flexibility, Serve as Liaison between campus, district, and IHE	Master's Degree, 10 Years Experience in Education Administration, Knowledge of Grant Guidelines
5.	Deputy Superintendent of Leadership and Learning	Provide ultimate oversight over the project, Sustainability, Administration Liaison to IHE	PhD, 20 Years Experience in Education, 10 Years Experience in Education Administration, 10 Years Grant Program Oversight Experience
6.	Career and College Readiness Coordinator	Oversees CCR Coaches, Coordinates College Visits/Programming for Dunbar Students and Parents	PhD, 5 Years Grant Coordination Experience, 10 Years Counseling Experience, 5 Years Education Experience
7.	Business Operations Manager	Schedule Trainings, Conduct Research on Best Practices, Lead Trainings/Meetings, Oversee Purchasing and Payroll	Master's Degree, 5 Years Experience in Education, Strong Financial/Accounting Skills, Highly Organized
8.	Executive Director of Grants & Development	Oversee and Advise in Grant Compliance, State and Federal Guidelines, Sustainability, Advise in Budget Matters, Coordinate Collaboration	Master's Degree, 15 years experience in Grant Development, Management, and Monitoring, Expert knowledge of state and federal grant policies and procedures
9.	Director, Applied Research & Program Evaluation	Oversee Project Evaluation, Make formative recommendations, Advise Management Committee on Best Practices	PhD, 10 Years Program Evaluation Experience, 10 Years State and Federal Grant Experience

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Helena Bussell, PhD, Associate Provost	Serves as primary point of contact for IHE; coordinates University assessment and unit planning; serving as accreditation liaison for the Southern Association of Colleges and Schools; supervises University academic student support services such as the academic resource center, new student programs, developmental programs, academic advising, and faculty development.	Helena Bussell, Ph.D. has served as Associate Provost at Texas Wesleyan since 2003. Dr. Bussell holds an MBA from Georgia College and State University and a doctorate in history from the University of Texas – Arlington. Prior to her current role, Dr. Bussell served Wesleyan as university registrar and as assistant to the provost for international programs, academic policy and planning.
2.	Faculty Support Specialist	Assist faculty with course design and development, technology use to engage learners, use of Blackboard learning management system, integration, and assessment course design	Bachelors degree minimum, masters preferred, with 3-5 years minimum high school and/or college teaching experience; certification or experience in course design, experience in the use of technology in the classroom; knowledge of learner focused engagement pedagogy and understanding of multiple methods for effective assessment of learning. The ideal candidate will have experience in implementing college access programs for low-income, first generation students
3.	Technology Support Specialist	Support of faculty and students in the implementation and use of all kinds of technology including computers, laptops/tables, and mobile devices in and out of the classroom that enhance the processes of learning and teaching. Knowledge in technology setup and trouble-shooting classroom technology .	Bachelors degree minimum, masters preferred, with 3-5 years minimum support experience at the high school and/or college level; certification, experience or degree in technology focused on instructional technologies and applications; knowledge in various models of integrating technology into teaching and learning strategies in the classroom; knowledge of how technology can be used to support learner focused engagement.
4.	ECHS Campus Coordinator	Support the Faculty Support Specialist with the coordination of ECHS activities directed at both ECHS faculty and ECHS students. Serves as the administrative liaison between Texas Wesleyan University and Dunbar High School.	Bachelors degree minimum with 3-5 years minimum experience in an educational setting; Demonstrated intermediate proficiency with MS Outlook, Excel and Word required; demonstrated competency with Power Point and utilization of an integrated administrative system preferred; ability to interact with all segments of the community; and excellent verbal and written communications skills. The ideal candidate will have experience in implementing college access programs for low-income, first generation students.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Building leadership at the school level is one of the most critical issues facing FWISD. Principals are the key lever for change for our campuses. The district's principal turnover each year can approach 10-15 percent, contributed to retirements, relocations, dismissals and other factors. Moreover, FWISD has opened several new schools in recent years, and several more new schools are in the planning stages, increasing the number of school leaders that will be needed. District leaders believe that it is essential to have a coherent, purposeful framework for choosing school leaders, rather than relying solely on self-selection through individual promotions and ambitions. To that end, FWISD has built a strong leadership pipeline through an innovative partnership with Texas Christian University to find and train aspiring principals. Last year, nearly 15 candidates were selected from this leadership development program for placement in critical leadership roles in the district. Training our present and future leaders is one of the biggest responsibilities we have," says Dr. Patricia Linares, Interim Superintendent. "I've never seen a great school that didn't have a great principal – so we want to find and keep the very best principals."

This year, the district administration functions were newly organized to create an Assistant Superintendent of Professional Learning to lead a team with the responsibility for all professional development for district leadership, teachers, and auxiliary staff as well as succession planning and talent management; a shared responsibility with the Human Capital Management Department. Thirteen professional development specialists and three executive leaders have been added to the team in recent months.

When implementing or improving a talent management program as FWISD plans to do, the following items are currently in the early implementation stages:

- Hold leaders accountable for developing the next generation. Having a culture where people want to help others succeed can't be understated. FWISD is building on a continuous improvement model of professional learning communities both on campuses and in district administration departments to foster individualized professional development plans and shared learning opportunities.
- Look for passion and confidence as signs of high performers. Although leadership should provide training and new kinds of opportunities, the ideal individuals will pursue education, credentials and experiences must be on their own and this can't be more clearly seen in the leadership of the current principal of Dunbar High School (see qualifications in management plan).
- Build a support structure that nurtures young talent. Everyone makes mistakes, and when new leaders are put into stretch assignments, it increases their risk of failure. The district has a robust teacher and principal mentoring program with funds dedicated to full-time teacher induction specialists assigned to all first year teachers as well as contracts with recently retired former principals to provide additional support to principals assigned to our most challenging campuses.
- Educate the organization about the value of leadership skills in meeting strategic goals. As FWISD aligns our talent development efforts with SMART goals, strategies, performance measures and expected outcomes, then student outcomes follow. This year the entire leadership team is focusing on building relationships among all stakeholders.
- Plan ahead. It takes years to build a talent pipeline, and Fort Worth ISD must consistently develop the right skill in the right people for the right time.

FWISD is moving aggressively to identify and train new leaders for district schools as part of the district's overall effort to improve student achievement. Great schools require great leadership, and district leaders believe that will help build great leaders for the future, both immediate and longer-term.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on evaluation findings, FWISD is committed to the sustainability of gains made through TTIPS activities. In the past, the District has been successful in identifying funding sources to support the initial phases of the reform process. State and Federal grant funds have been key, and FWISD plans to continue to aggressively seek additional grant awards, as detailed in the comprehensive sustainability plan (below). The TTIPS management committee, facilitated by the Executive Director of Grants and Development, will lead the search for funding to support aspects of the project that require ongoing funding. The Deputy Superintendent of Leadership and Learning and Chief Academic Officer will ensure that research-based system reforms will continue to be implemented with fidelity after the grant ends. The primary aspect of this project that will ensure sustainability of reforms is that the activities and research-based models selected are based on building capacity for **systemic** progress and growth.

Additionally, Dunbar has been careful to choose sustainable activities for implementation through TTIPS. Through its recruitment and efforts, Dunbar hopes to maintain a cadre of teachers trained in the valuable strategies that will remain at the campus for years to come. These strategies will be reviewed annually, and shared with any new faculty members. Community and social service partnerships built through this project will be sustained beyond its ending date, and the work done now to build a strong parent involvement initiative will pay off indefinitely.

Capacity-building capital investments, such as the library updates necessary to sustain an ECHS, the addition of university-caliber science labs, and additional computer labs will exist long after the grant ends. Once the computer labs have been installed, FWISD's Department of Technology will maintain and refresh them going forward.

The over-arching goal of this proposal is to retain students from the Dunbar community that are currently being lost to other pyramids and to attract high-achieving learners from other communities. The Dunbar campus has space to house the full 1,200 students that reside in its attendance area. By virtue of Dunbar increasing its student body by 50%, it will also increase its ADA, Federal Entitlements, Local Budgets, and teacher counts, which will help to sustain the CCR Coaches, additional instructors, and additional supplies necessary for ECHS.

Other initiatives like Professional Development, Research & Evaluation, the addition of a Business Operations Coordinator, and ECHS Dean as well as the introduction of teacher incentives and rewards, will be targeted for sustainment by the Historic Stop Six Project which will have had five years of growth, and should be able to help attract a community funder similar to the Morningside Children's Partnership with the Rainwater Charitable Foundation. The entire Fort Worth community is aware of the needs of Stop Six, and local foundations look for initiatives with data-proven, positive results, such as what the Dunbar ECHS and TxWes hope to achieve, to fund.

As the costs of sustaining an ECHS of this size increase beyond the funds available of this proposal, FWISD and TxWes will begin to phase some positions, text books, and supplies out of the grant and over to local and other grant/entitlement sources of funding. The District's Chief Financial Officer, Elsie Schiro, has been engaged in the grant development process from the beginning and has pledged to begin now preparing to assume some of the costs in the district's local budget, which can only be accomplished with the five-year head start that the grant provides.

Fort Worth ISD Grants and Development will collaborate with TxWes's Development Office to seek the funds necessary to sustain the additional positions required at the university.

The most costly portion of the project by far are the future tuition costs and fees that will be required going forward beyond the grant, through the remainder of the 10-year MOU, and beyond. TxWes has generously offered to waive all of those costs throughout the MOU period, which will likely be renewed pending successful evaluation findings. The value of those waivers is profound considering that to pay TxWes's normal dual-enrollment costs of \$350/course for the same number of credit-hours the ECHS will offer, the district would spend \$351,000 annually for the 75% of 480 students consistent with Dunbar's ED population, and the remaining 25% of students would pay out of pocket a combined \$117,000 annually, with a cost per student of \$975. The benefit of working with TxWes is that ECHS students will already be registered undergraduates at TxWes following HS graduation, which is unique in that all other ECHSs work with community colleges, leaving all students in need of a new university to call home should they choose to finish their Bachelor's degrees. In our model, ECHS students will begin receiving education and support on financial aid, which considering their economic situations, will be plentiful and inline with the 43% population of Pell students currently attending TxWes. Based on current annual tuition and fees at TxWes of \$24,454 for a full-time student, and considering that ECHS students will be attending the equivalent of half time, they will save a combined **\$5,868,960** each year.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for establishing challenging yet attainable performance measures is adapted from Wellman and Lipton (see reference below), and will incorporate (1) campus and district leadership, (2) master teachers, (3) data teams, and (4) classroom teachers. The Data Process consists of five major components. Within each component is a sequence of tasks that Data Coaches carry out with Data Teams.

The first component is *Building the Foundation*. In this component, District stakeholders lay important groundwork with the data teams such as building internal and external stakeholder support, establishing roles on the data teams, and creating time for collaboration. In the second part of the process, *Identifying a Student-Learning Problem*, data teams use multiple student-learning data sources to identify a goal for improvement. The third component, *Verifying Causes*, involves examining local data about practice and relevant research to verify that the causes the team is preparing to act on are supported by evidence. In *Generating Solutions*, the team applies "logic-model" thinking to generate strategies for improving results and develop a monitoring plan. As the team implements solutions, they monitor their results and ultimately achieve and celebrate success.

Reference:

Wellman, B., & Lipton, L., 2004. *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*. Sherman, CT: MiraVia, LLC. Used with permission.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for gathering data will occur using a model that (1) targets a set of behaviors or activities, (2) collects data on the target, (3) provides feedback to stakeholders for discussion, and (4) identifies a new set of targets. Qualitative data will be collected in the following ways:

Qualitative Data:

Classroom Observations: Observations will be conducted to determine the extent to which grant activities are being implemented at the classroom level. Observations will be conducted by trained observers using a rubric and protocol with 85% or better inter-rater reliability. Randomly selected classrooms will be observed with the intent of getting a snapshot of best practices. Feedback will be reported quarterly to the advisory committee as data are available.

Staff Focus Groups: Focus groups will be conducted to determine the link between data (student and campus level), its interpretation at the leadership level, and differentiation at the classroom level. These data will provide indicators for other data collections such as surveys.

Quantitative Data:

Student Academic Measures: STAAR and EVAAS data will be collected to assess student academic achievement and growth, respectively. High school GPA and graduation will be tracked, as well as the number of college credits earned.

Surveys: Principal, teacher, and student surveys will be administered to assess perceptions of grant implementation, campus climate, professional development, college readiness, and engagement. Additionally, students' intent to attend a post-secondary institution, and the extent to which they intend to do so (bachelor's degree, advanced degree, etc.) will be tracked through survey data.

District Data: Student and teacher attendance, discipline referrals, college preparatory meetings and action steps will be collected and reported quarterly to the advisory committee as data is available.

College Data: College enrollment, type of colleges attended (two-year, four-year, etc.), grades and GPA, and perceived level of difficulty of college courses will be tracked through university data and surveys administered to high school graduates. Additionally, the District will collaborate with partnering universities to create comparable documentation systems across the high school and college campuses to ensure similar and adequate records are maintained and reported.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

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Program evaluation in the District is coordinated through the Office of Applied Research and Program Evaluation in the Leadership, Learning, and Student Support Services Department. Staff members in this office are trained evaluators with multiple years of experience conducting evaluations of program and district wide initiatives, as well as conducting applied research studies.

Planning, implementation, and evaluation of project activities:

Planning and implementation will be monitored and data collected through meeting minutes, agenda, and documentation of process and product of grant activities. Both products and systemic processes will be implemented to transform the school. Student and staff engagement with the products and processes will be collected through qualitative data. These qualitative data will be catalogued and analyzed using Key-Words-in-Context (KWIC) approach. Patterns and trends will be reported to the advisory teams quarterly to identify successes as well as possible modifications to the process or implementation of product.

Degree of collaboration:

Collaboration mechanisms being built include college to high school faculty mentoring, parent involvement, instructional and data coaching teams, and community partners. These collaborative teams meet and discuss data, instruction, involvement, and classroom management issues. Action plans are made, implemented, and reassessed. From the district level, teachers are assigned by content and their role is to provide quality instruction at high school and college levels. From the college level, professors will mentor and collaborate with high school faculty on curriculum, assessment, and rigor. These data will be collected through logs, focus groups, and surveys, and reported to the campus advisory committee during its monthly meetings.

Participatory involvement and Professional development activities:

Involvement in activities by community partners, parents, principals, teachers, and students will be gathered through surveys determining the extent of engagement and change in climate indicators. Additionally, participation and activity logs will be collected to determine level of participation. These data will be reported quarterly to the advisory committee to identify areas of success and challenge.

Provided services:

Data for provided services will be collected through the Budget Office, campus advisory committee meetings, professional development logs, and college credit data. These data will be submitted to the campus advisory committee. The extent of product success will be assessed through focus groups and interviews. These qualitative data will be reported to the advisory committee during their quarterly meetings.

Curriculum and Instruction

The extent of curriculum and instructional transformation will be collected at the student level to determine the extent students are meeting instructional objectives. Additionally, data such as learning minutes, training logs, attendance, and discipline referrals will be reported to the campus advisory committee. Parent, student, principal, and teacher engagement will be collected through teacher, student, principal, and parent surveys. Together, these data will be used by the various campus groups and the District advisory committee to evaluate the implementation of the grant and the improvement of student success.

Recommendations and modifications:

Periodic feedback will be provided during monthly campus advisory meetings with each grant area being discussed at least quarterly. Regular meetings with university stakeholders will be held to discuss implementation, documentation, and any challenges/unforeseen aspects to providing college coursework and mentoring teachers. Quarterly feedback reports will be submitted to the District level advisory committee. Recommendations and modification will be reported and discussed during all meetings.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Although current research does not provide a clear list of the most critical characteristics of high quality external provider services, five characteristics do appear consistently in the research. These qualities are thought to be the most relevant for schools in the process of evaluating the quality of multiple external providers. In order to avoid the failures experienced by so many schools, as we recruit, screen and hire external providers for this project, the FWISD management team will make sure the provider offers services that have the following characteristics:

• **Alignment with established goals.** All plans and activities should be aligned with goals that were established by the school during the needs assessment and school and district improvement processes.

• **Part of a long-term strategy.** The provider's services should be offered as part of a long term strategy for improved student learning. The provider should be candid about the fact that making changes to affect student learning is a complex and difficult task that takes time.

• **Customized.** The provider should be prepared to tailor its approach to the school's unique circumstances and needs. It should have a viable plan to get buy-in from key stakeholders.

• **Research based.** The provider's approach should be backed by evidence that it gets desired results in similar circumstances. Ideally, this evidence should come from scientific research, but often no such research exists. In such cases, evidence could take the form of strong anecdotes of effectiveness, references from successful users of the approach, and other indications the approach is "best practice."

• **Capacity building.** All services should be delivered with a strategy for training the school to be able to practice and assess these skills independently. The provider should have a plan for building capacity at the school and evidence that it has accomplished this goal in the past. These capacity-building activities could take the form of a trainer-of-trainers model, annual "brush-up" trainings, and/or co-development of programming with a site-based professional development design team.

Strong Selection Process

After going through the intensive process of determining a vision for the school, performing a thorough needs assessment, and understanding the characteristics of high-quality services, the grant development committee members will be in a position to build the framework for a strong selection process.

Based on the district's successful implementation of School Improvement Program grants and others, the district will recruit appropriate vendors who are able to meet clearly articulated bid requirements and provide appropriate plans to meet timelines and milestones for implementation of the selected programs.

The FWISD, as well as all other school districts in the State of Texas, is governed by a state competitive bid law. The purpose and the intent of the competitive process are to help FWISD obtain the best value for goods and services by stimulating competition and providing a level playing field. Therefore, the majority of FWISD purchases for contracted services are done via competitive procurement. A sole source purchase can be made without the benefit of a competitive process when there are no other items available in the marketplace that have the same fit, form and function as the items being purchased. Quality vendors with a good track record of results will be selected to work with the school and district.

All external providers selected for the project will enter into a partnership with FWISD to implement an already established, systematic plan for execution. Based on its experience, the provider should know what components of its services should receive the initial focus and how and when the other components will eventually be introduced. If the provider has modified its plans to fit the circumstances or preferences of this school, it still should have an overarching implementation strategy that is made clear to the school and the district at the beginning of the partnership.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

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Vendor Management and Oversight (VMO) is a process that enables an organization to understand, proactively manage, and control the total cost of the delivery of its programs. A comprehensive and effective VMO program covers all aspects of the client/vendor relationship, including:

- Service Delivery
- Vendor governance
- Relationship management
- Implementation and project management
- Communications and change management
- Ongoing operations management
- Risk and Control
- Information technology development and management
- Data management and security
- Financial control processes
- Compliance management
- Risk management

Using a service provider (either internal or external) does not relieve the campus of its governance and management responsibilities. Regardless of the service provider, the responsibilities for program administration, stakeholder satisfaction, and fiduciary oversight reside with the organization, not the vendor. Further, the management team that owns the outsourcing relationship must answer to its funder and administration when an issue arises with a service provider. Establishing a VMO program is a best business practice that facilitates responsible fiduciary decision-making, controls, and governance. It also aligns an organization's programs and service delivery with project objectives and provides a framework for effective oversight and management of programs and service delivery.

The project's primary external provider is TxWes. Each year of the grant, FWISD will contract with TxWes to provide project coordination, administrative services, certification of instructors, student support services, curriculum and planning, coordination and support of technology and equipment, student registration, and instructor evaluation. These services must be of the highest quality to ensure the success of the Dunar ECHS.

To ensure the providers' deliverables are of the highest quality, the grant management team (Principal, Dean, DCOS, Senior Project Development Specialist, Learning Network Director, and Evaluator) will include representatives of the service provider in its monthly meetings to review progress, troubleshoot any issues that may arise, and provide evaluation findings to one another.

Most other service providers will be providing periodic training. Quality and effectiveness of these services will be evaluated annually, and if the services prove to be lacking, contracts will not be renewed for the next round of services and a replacement provider will be sought. Project leadership will maintain communication with providers throughout these contract periods after each interval of service and will alert the providers of any issues to allow correction for the next interval. In the event of a severe issue within the contract period, service can be halted immediately due to a clause in most district initiated contracts that permits the district to sever the arrangement at its discretion.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Complete Memorandum of Understanding between FWISD and Texas Wesleyan University
2.	Hire high quality staff for any open administrative or faculty positions
3.	Refine project compensation plan
4.	Communicate the project's services and objectives to all stakeholders
5.	Negotiate contracts with external providers
6.	Install necessary technology and equipment
7.	Recruit students for ECHS
8.	Apply for ECHS designation
9.	Apply for FWISD Gold Seal Program of Choice Designation
10.	Begin Monthly Grant Management Meetings
11.	Begin quarterly Advisory Council Meetings
12.	Collaborate with Historic Stop Six Project to align services and engage community stakeholders
13.	Purchase textbooks and library books prior to beginning college-level courses
14.	Meet individually with ECHS parents and students to communicate expectations and demands of the ECHS program
15.	Plan for conversion to block-style university schedule
16.	Conduct summer bridge program for eighth graders entering Dunbar ECHS
17.	Finalize teacher evaluation rubrics
18.	Conduct professional development for faculty and staff
19.	Begin bi-weekly vertical alignment meetings with feeder schools
20.	Conduct a facilities assessment and create a strategic space-plan of Dunbar facilities to promote project success

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Any funding gap experienced by the District may be addressed through various methods by leveraging and reviewing funds from additional sources e.g., Title I funds, local budget, Special Education, Compensatory Education, and Teacher Incentive Funds.

A. Infrastructure Provided with Grant Funds	B. Sustainability from Other Fund Sources	
	(1) Major Activities/Expenditures/ Human Resources	(2) Strategies and Potential Sources
<p>Basic framework provided with grant funds includes expenses associated with:</p> <ul style="list-style-type: none"> • Personnel – Project coordinator, internal evaluator, training pay, Business Manager, Dean of ECHS, CCR Coaches, tutors, project development specialist, substitute teachers • Professional Contracted Services –Curriculum/instructional programs, external staff trainers, equipment installation, marketing • Supplies – Administrative and classroom, computers and printers, campus curriculum and program aids • Other Operating Costs – Required grant travel, student incentives, training, membership fees 	<p>Activities, expenditures, and human resources used from other fund sources are associated with:</p> <ul style="list-style-type: none"> • Personnel –Secondary School Leadership staff, Math and Science Administrative staff, Campus Administration, Evaluation Coordinator, Grants Executive Director, Budget & Accounting staff • Professional/Contracted Services – maintenance/repair of equipment, utilities, facilities, audit expenses • Supplies – General supplies, current curriculum and program aids, reading materials, • Other Operating Costs – Facilities, student snacks, student transportation • Capital Outlay – Computer labs, copiers, phone system enhancements, furniture 	<p>Strategies and potential sources include:</p> <ul style="list-style-type: none"> • Build collaboration with local businesses, community based organizations, and other institutions of higher education thus acquiring additional resources from collaborators. • Conduct an extensive evaluation plan to help refine the program, thus identifying the activities that show merit and should be sustained. • In-kind cost sharing from local funds. • Coordination between funding sources e.g., state and federal compensatory and discretionary funded programs. • Development of volunteer and mentoring base. • Aggressive state and federal grant development efforts. • Establish a FWISD Education Fund to receive tax deductible individual, corporate, and foundation donations in support of grant programs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

N/A

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

N/A**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model
selected for modification:

N/A

Description of the
modification:

N/A

How intent of the original
element remains/will be met:

N/A**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Dunbar's teachers will be evaluated on three measures, Observation (70%), Teacher Self-Assessment (10%), and Student Growth (20%). Teachers will have a say in and monitor their own goals and growth throughout the year with appraisers seeking to provide the support that teachers need to achieve their goals. Dunbar will employ four mechanisms for measuring student growth: 1) value-add scores for teachers in tested subjects through End-of-Course exams (EOCs); 2) student learning objectives (SLOs); 3) portfolios; and 4) district-level pre- and post-tests. Dunbar's principal will be evaluated using the T-PESS Rubric, Goal Setting, and Student Growth. The weight of these three measures will change based on the principal's tenure. Because this is Mr. Miller's first year (2015-2016) at Dunbar, his evaluation will be 70% Rubric, 30% Goal Setting, and 0% Student Growth. In the first year of full implementation, it will shift to 70%/20%/10% and in the second year it will shift for the last time to 60%/20%/20%. Data sources used to determine principal growth will include campus-level value-add, Indices of the State Evaluation System, Attendance, and Student Surveys.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	T-TESS calls for Multiple, lesson-length observations, at least one unannounced. Each observation will be followed by an in-person post-conference no later than 48 hours after it is conducted. Additionally, for all scheduled observations, the evaluator will also conduct a pre-conference. The fourth domain of T-TESS is Professional Practice and Responsibilities. This domain has four dimensions: (4.1) Professional Demeanor and Ethics; (4.2) Goal Setting; (4.3) Professional Development; and (4.4) School Community Involvement. Ongoing collections of professional practice will examine evidence such as Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others.
Describe how the evaluation system was developed with teacher and principal involvement:	In 2010, the district developed the ID&E Scorecard based on the Paula Danielson Model using Federal Teacher Incentive Fund Grant funds. This model was chosen based upon input provided by teachers and principals district-wide. The has scorecard was used in conjunction with Value-Added data, something that has now been adopted by the state with its T-TESS and T-PESS systems, which will be employed at Dunbar by highly-qualified individuals with 5 years of previous experience usind the near-identical Danielson Model.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	Student growth also incentivizes teachers to teach to all students – those who are unlikely to meet certain levels of proficiency and those who are likely to meet them regardless of how much they learn in a year. Measuring growth means that teachers can focus on the entire class, striving for each student to progress appropriately throughout the year, not just those students that hover around the proficiency line. Dunbar will reward individual teacher and principal effectiveness as measured by student growth, as well as practices and values will be integrated into the performance rewards system. FWISD has much experience in the area of Performance Based Rewards dating back almost a decade with the Texas Educator Excellence Grant and the Governor's Educator Excellence Grant to more recent TTIPS grants and an active Federal Teacher Incentive Fund (TIF) Grant that was awarded 5 years ago. The TIF Grant is a model program and its coordinator, Dr. Andrew McKenzie has become one of the foremost experts in the field of Performance Based Rewards. Upon award, Mr. McKenzie will meet with Dunar leadership, faculty, and staff to design a comprehensive rewards program.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	FWISD has developed the following protocols for teachers struggling to improve professional practice: Teachers in Need of Assistance: An intervention plan must be developed or modified with any teacher whose performance meets any of the following circumstances: evaluated as unsatisfactory in one or more domains; or evaluated as below expectations in two or more domains. The intervention plan shall include options for professional development activities designed to enhance the teacher's proficiency. At least one option shall not place significant financial burden on either the teacher or the school district. Maintenance of records: Copies of all PDAS records generated by the teacher's supervisor/designee must be maintained in the school for a minimum of three years. If a teacher moves to another teaching assignment in the FWISD, the PDAS records are to be sent to the new supervisor. Records maintained in the individual school are destroyed if the teacher resigns/retires from the FWISD. A conference needs to be held to develop the intervention plan for a teacher being considered for non-renewal. By mid-January progress must be determined.
Describe the criteria established for educator removal:	Teachers being considered for termination of contract will meet with the campus administrator to discuss the termination. A teacher may be considered for separation from the assignment, AND campus, and/or district if all requirements of the intervention plan have not been met by the time specified in the plan. Teachers being considered for return to probationary contract or termination of contract must have an intervention plan in place. An exception would be made if the teacher behavior is of such severity that other local, state, and/or federal laws/policies are in effect.

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Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both Dunbar HS and TxWes recognize the importance of student support services for both high school students and college students as well. The introduction of an ECHS program presents its own unique student needs. FWISD and TxWes propose a multi-prong approach that will address the social-emotional needs of students with school and community-oriented services that will be provided to students.

Since 2010, the district's **Dropout Prevention Early Warning System (DPEWS)** has been its greatest asset in the struggle to maintain engagement among the district's most at-risk students. The Early Warning system calculates a real-time, constantly updated indicator of risk based on the following factors:

- **Core Course Failure Rate:** number of failed core courses
- **Student Absence Rate:** number of student days absent
- **Student Discipline Rate:** number of discipline referrals
- **At Risk Rate:** number of At Risk indicators (as defined by TEA)

These factors are calculated to create a final score based on weighted values determined through national research and review of data from actual FWISD dropouts, known as an Early Warning Index (EWI). This overall weighted score ranks students who exhibit the greatest danger for school failure and subsequent dropout and are most in need of intervention.

The use of **College & Career Readiness Coaches (CCRs)** is a proven best practice in FWISD. Piloted in 6 middle schools in 2010 with grant funds from The United Way of Tarrant County, the use of CCRs had spread across the district whenever supplemental funds have become available. Interventions will focus on proven, research-based methods of increasing student and family understanding of the connections between school completion and long-term success in life. Through College Nights, Family College Visits, parent meetings, school wide marketing, and student workshops, CCR Coaches will support students and families in successful transition to college and/or career.

Dunbar will hire three CCRs in order to be able to assign one to each grande-level cohort. The CCRs will stay with their assigned cohort from grades 9-12 and will cycle back around to 9th grade when their class graduates. This allows the CCRs to become the students' most trusted advisors because of their commitment and constancy. The CCRs will utilize the DPEWS to determine which of their students need extra attention at any given time, from those students that may hover toward the top of those most at-risk, to those students who are ordinarily high achievers but may be struggling. The DPEWS is the earliest indicator that a student is beginning to struggle due to any of the variables it measures.

Prior to the first full year of implementation, TxWes and Dunbar ECHS will collaborate on a Summer Bridge Program. This program will provide a glimpse at the college experience, use lessons from the university's freshman seminar course required of all traditional freshmen, and prepare students for the rigors of ECHS. Additionally, it is at this time that ECHS staff will meet individually with students and then with their parents to ensure their understanding of the rigors of ECHS, and are willing to invest additional study time and effort that must be dedicated toward earning 60 hours of college credit.

On the university side of the partnership, TxWes will provide a position dedicated to coordination of ECHS student support services. The ECHS Campus Coordinator will coordinate ECHS activities directed at both ECHS faculty and ECHS students. and will serve as the administrative liaison between Texas Wesleyan University and Dunbar High School. This individual will initiate and organize activities and interact with all segments of the campus and community and have experience in implementing college access programs for low-income, first generation students.

Additionally, the now-forming Historic Stop Six Project will coordinate with the Dunbar ECHS to connect students and their families with various community resources and services. This model has shown much promise in the neighboring Morningside community with its Morningside Children's Partnership.

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Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	<p>Texas Wesleyan University (TxWes), founded in 1890 in Fort Worth, is an institution with a tradition in the liberal arts and sciences and a focus on professional and career preparation. The University is committed to the principles that each student deserves personal attention and that all members of the academic community must have freedom to pursue independent thought and to exercise intellectual curiosity.</p> <p>Helena Bussell, PhD, Associate Provost will serve as primary point of contact for IHE; coordinates University assessment and unit planning; serving as accreditation liaison for the Southern Association of Colleges and Schools; supervises University academic student support services such as the academic resource center, new student programs, developmental programs, academic advising, and faculty development.</p> <p>TxWes has generously offered to sign a 10 year MOU and will waive all ECHS tuition and fees. They will provide tech support, student life activities, on campus courses, supervision and certification of ECHS instructional staff, flexibility of schedule, and student support services. TxWes will be the first four-year ECHS partner in the state of Texas and it is our hope that this unprecedented collaboration will encourage other four-year universities, both public and private, to provide these services.</p>
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	<p>L.B.J. Early College High School located at 7309 Lazy Creek Dr. 78724 in the Austin Independent School District. Similar to Dunbar, LBJ is a comprehensive neighborhood High School steeped in tradition. Moreover, the schools share similar student demographics. Both schools receive Title I funding, and the students have made significant gains on the State's standardized tests. For the past five years, students who live within the LBJ attendance zone have the opportunity to take college classes toward earning their Associates degree via an articulation agreement between AISD and Austin Community College. Students can enroll in college courses as early as ninth grade, once they have passed the TSI tests. LBJECHS celebrated its first graduating class who earned both their Associates and High School diploma in June 2015. The Early College High School component has made a tremendous positive impact on the entire school community.</p>
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	<p>The value of those waivers is profound considering that to pay TxWes's normal dual-enrollment costs of \$350/course for the same number of credit-hours the ECHS will offer, the district would spend \$351,000 annually for the 75% of 480 students consistent with Dunbar's ED population, and the remaining 25% of students would pay out of pocket a combined \$117,000 annually, with a cost per student of \$975. The benefit of working with TxWes is that ECHS students will already be registered undergraduates at TxWes following HS graduation, which is unique in that all other ECHSs work with community colleges, leaving all students in need of a new university to call home should they choose to finish their Bachelor's degrees. In our model, ECHS students will begin receiving education and support on financial aid, which considering their economic situations, will be plentiful and inline with the 43% population of Pell students currently attending TxWes. Based on current annual tuition and fees at TxWes of \$24,454 for a full-time student, and considering that ECHS students will be attending the equivalent of half time, they will save a combined \$5,868,960 each year.</p>

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Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

FWISD and TxWes have held numerous planning sessions prior to this proposal to discuss implementation of the ECHS model at Dunbar HS. Dunbar and TxWes share several common areas of specialization that will be explored in conjunction with data on student interest to create three to four tracks for ECHS to follow. These tracks will likely include one program with business components, another would offer a Liberal Arts/Humanities emphasis, a third would have a medical studies, biology, or chemistry specialization, and a fourth could be a collaboration with TxWes's School of Education. An innovative approach to the Education track that has been discussed is one that prepares students for careers in the highly in-demand field of STEM education.

Below is a table developed by the TxWes Provost, Dr. Allen Henderson, to illustrate the number of additional courses to be taught between TxWes and Dunbar in order to offer 60 credit hours to the ECHS first graduating cohort.

		Courses	New Sections Introduced	Total Number of Sessions Per Cohort	Total Number of Sections Per Year
Year 1	9 th	2	2	8	8
Year 2	9 th	2	4	8	24
	10 th	4		16	
Year 3	9 th	2		8	
	10 th	4	6	16	48
	11 th	6		24	
Year 4	9 th	2		8	
	10 th	4	8	16	80
	11 th	6		24	
	12 th	8		32	

Additionally, the Provost estimated the number of instructors to be added each year at the ECHS to accommodate 15-25 students per course per semester. In the first year, these courses can be taught by 2 new instructors, in year 2, 4 additional instructors will be added, in year 3, up to 10 more instructors will be added, and in year 4, the total number of additional instructors will max out at no more than 20.

These logistical needs and arrangements are common to all ECHSs, but what sets the relationship Dunbar has with TxWes is the flexibility the relationship will offer. Because the campus is so close, Dunbar students will have multiple opportunities to visit campus (far more than the required 6) and all seniors and most juniors will take some of their higher-level, more specialized courses on the campus. All of this will be achieved without the sacrifice of extra-curriculars and athletics that most ECHSs require. This will aid in achieving buy-in from the Dunbar community, one that prides itself on 5 state championships as well as being the home of the most winning American high school basketball coach of all time. Basketball is such a part of the community's identity, as well as other sports, that Dunbar and TxWes will work to schedule midterms and finals around extra-curricular events. The concept of the "high school experience is so important concept to our society, and the Dunbar ECHS will not require its students to sacrifice that.

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Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

In accordance with the Texas ECHS Blueprint, FWISD, Dunbar HS, and TxWes will provide all of the academic, social, college readiness, and college access services necessary for a successful ECHS by Fall 2016.

Dunbar and TxWes will sign a 10-year MOU to ensure that ECHS activities extend well beyond the end of the TTIPS 5 year funding period. This MOU will include: Location, costs and fees, transportation; Administration of statewide instruments under TEC Subchapter B, Chapter 39; Grading periods and policies; Courses of study; Curriculum alignment; Instructional materials; Instructional calendar; Policies regarding eligibility of ECHS students for financial assistance from the higher education partner(s), specifically, waivers for tuition and fees; Student enrollment and attendance policies; Provisions for discontinuing ECHS operation; Provisions for collecting and reviewing the following disaggregated data: Number of credit hours taken and earned; GPAs; State assessment results; SAT/ACT, PSAT scores; TSI readiness by grade level; Qualifications of ECHS staff; and Location(s) where courses are taught.

The ECHS will establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings will address the following topics: Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS; Reviewing the MOU for necessary revisions; Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement.

The ECHS will provide a TSI assessment to accepted students as early as possible (no earlier than their acceptance to the ECHS and no later than the spring of grade 9).

- The ECHS will implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
- The ECHS will report to TEA the dates the TSI is administered.
- The ECHS will report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students

To support these measures, Dunbar and TxWes will develop a multi-layered plan for operation that includes the following services:

ACADEMIC: TxWes and Dunbar will collaborate on professional development, horizontal alignment, teacher/professor mentorship.

SOCIAL: Students will attend a Summer Bridge Program to prepare them for the rigors of ECHS, they will have access to a CCR Coach, and a staff trained in "Capturing Kids' Hearts."

COLLEGE READINESS: ECHS students will each be administered the TSI, have ACT and SAT prep and fee waivers, and will be subjected to traditional high school courses that have increased rigor to align with ECHS offerings in other subjects.

COLLEGE ACCESS: Students will begin visiting the TxWes campus prior to the start of their freshman year, will continue to attend events on the campus throughout the school year, and parents will have multiple opportunities to visit the TxWes campus in an effort to normalize the idea of a financially attainable four-year college education.

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Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider to deliver the preschool.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A**For TEA Use Only**

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Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of existing staff rehired for work in the turnaround model implementation:

N/A

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of new staff hired for work in the turnaround model implementation:

N/A

Indicate the start date for the new turnaround implementation staff; including rehires and new hires:

N/A**For TEA Use Only**

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Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

N/A

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

N/A**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Academic Performance/Improve the Instructional Program

Planned Intervention		Period for Implementation	
1.	A common lesson plan format will be developed and used to foster horizontal alignment. 100% of teachers' lesson plans submitted in association with their evaluation will be submitted in the developed lesson plan format.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Reading Strategies will be used in all content areas to address campus literacy issues.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Dean of Instruction will be used to align high school courses to college curricula to ensure college readiness for ECHS and Dual Credit Courses.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	The Dunbar HS Library will receive a complete update of outdated materials to ensure adequate resources are available to meet ECHS student needs.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Campus will align use of AVID (Advancement Via Individual Determination), a student planning, organization system that promotes student achievement to the AVID program at TxWes.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Principal will work with Pyramid Principals on Vertical Alignment of programming to ensure incoming students are properly prepared for the increased rigor at Dunbar ECHS.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Hire 4 College & Career Coaches (one per grade level) to monitor student performance and at-risk status, and intervene as necessary.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:***Increase Teacher Quality*****Planned Intervention****Period for Implementation**

1.	Increase collaboration through PLCs Teacher will engage in PLC meetings twice weekly.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Administrative walkthroughs and learning walk feedback will be used to identify professional learning needs and plan professional development 80% of teachers will report receiving ongoing feedback from their principal on the TTIPS Teacher Survey	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Mentorship system between Texas Wesleyan University and Dunbar Early College High School Teachers Teachers will meet at least three times a semester with their TWU faculty mentor.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Monitor teacher attendance Teachers will be in attendance 95% of 187 days.	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.	Offer Recruitment and Retention Incentives to high quality, high demand teachers to improve teacher quality for ECHS	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Create a Task Force that attends Professional Development Conferences, Trainings and Brings Innovative New Concepts back to the campus	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Student work and formative assessment data will be discussed during PLC meetings to improve instructional practices.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Leadership Effectiveness

Planned Intervention**Period for Implementation**

1.	Ongoing formative evaluations for administrative team performed by principal 80% of administrators will report receiving ongoing feedback from their principal on the TTIPS Administrator Survey	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Create a Professional Library for School Turnaround and Leadership Book Studies	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Allow potential Teacher Leaders to participate in campus analyses to cater to campus needs (flex time)	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Provide an administrative coach for each of the campuses administrators	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Leadership staff to provide PD at staff trainings and team meetings. FWISD has implemented a trainer of trainers model to increase the reach of its PD.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Under direction of principal, engage non-teaching, non-administrative staff at Daggett in developing appraisal process/ instruments for each position, with plan to involve specific performance criteria related to job performance and student achievement and to involve a rewards system	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Leadership will stay informed on Professional development for staff on instructional techniques, such as Positive Behavior Supports, inclusion methods, differentiated instruction, Response to Intervention, etc.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

Planned Intervention**Period for Implementation**

1.	The use of frequent formative assessments, common assessments will be used to adjust instruction and plan upcoming learning activities. 90% of teachers in tested subjects will administer the District's Short Cycle Assessments (SCAs) in their classes every three weeks.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Teachers will receive additional days and planning time to analyze data and create intervention plans for students.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Using state and district data trends, upcoming lessons will be written to address student performance	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	The use of EVOS (Value Added) Data will be employed to evaluate student growth	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	The use of frequent formative assessments, common assessments will be used to adjust instruction and plan upcoming learning activities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	The administrative team will analyze annual data to make personnel recommendations. (Data informed personnel decisions)	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Data will be published for review by parents, community, and district stakeholders.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Learning Time

Planned Intervention**Period for Implementation**

1.	Extended school day with flex scheduling to add an additional hour of instructional time daily. An additional 45 minutes per school day will be available for students to take extra classes through layered teacher daily report times.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Change to the Accelerated Block Schedule to accommodate ECHS and faster completion of courses to allow for additional credits to be received.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Conduct a Summer Bridge Program to prepare students for the rigors of ECHS	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Conduct Summer and Online Courses for ECHS Credit and Acceleration	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Conduct College and Career Prep, Professional and Life Skills Courses, ACT and SAT Prep Courses before and after school, and in summer.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Increased Learning Time for Teachers, CPE Credits, Each Teacher will create and follow a Personal Professional Development Plan	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Conduct an After School Program for Enrichment, Cultural Development, and to Increase Student Achievement	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Parent/Community Engagement

Planned Intervention**Period for Implementation**

1.	Home visits (frequent, ongoing) for ECHS program to make sure parents understand the requirements (library card, desk, study time, quiet place) and home-life expectations for success in ECHS Teachers will make at least 10 home visits per semester.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	GED and ESL courses for parents after school Dunbar will offer at least 20 hours per semester each of GED and ESL workshops to parents.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Conduct a STAAR Camp to Teach Parents the importance of House Bill 5.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Family nights – Hold Report card night every six weeks. Instant conferences with teachers and admins, updates on ECHS programs, and College Entrance/Financial Aid will be included.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Conduct College Tours/Visits for the Entire Family to promote a college-going culture for students, parents, and younger siblings.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Create a Family Resource Center for Assistance, Coaching, Health, Fitness, Job Referrals, Referrals to Community Resources, etc.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Publish a monthly ECHS Newsletter to educate and inform parents and community about project activities and outcomes.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Improve School Climate

Planned Intervention**Period for Implementation**

1.	Conduct a Mandatory Teacher Training and Teambuilding Retreat (shared vision, set the tone) 85% of teachers will participate in a Teacher Retreat annually.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Create consistent conditions at campus that are conducive to college success (college shirt days, college fairs, college door decorating)	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Academic signing day and scholarship wall of honor for students accepted into college and/or receiving scholarships (college, certification, military)	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Assign mentors for students receiving discipline referrals	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Begin after school program with educational and extra-curricular opportunities	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Train all teachers in Capturing Kids' HeartsParticipants will learn proven, repeatable skills that help: Develop safe, trusting, self-managing classroomsImprove classroom attendance by building students' motivation and helping them take responsibility for their actions and performance; Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior; Utilize the EXCEL Model and reinforce the role of emotional intelligence in teaching; and Develop students' empathy for diverse cultures and backgrounds.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Enhance and Modify Teaming for Freshman Students, and cluster underperforming students to promote success in matriculation (make sure everyone stays caught up)	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 220905		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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